İngilizce Ders Kitaplarında Kültürlerarası Farkındalık Üzerine Bir İnceleme

An Analysis of Intercultural Awareness in English Coursebooks

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ÖZET

Bu çalışma, yükseköğretim düzeyindeki İngilizce ders kitaplarında kültürlerarası farkındalığın temsilini araştırmakta ve yerel, hedef ve uluslararası kültürler arasındaki dengeyi incelemektedir. Nitel bir yöntem kullanarak, üç ders kitabını incelemekte ve Gazi Üniversitesi'ndeki eğitmen ve öğrencilerin algılarını birleştirmektedir. Kültürel çeşitliliğin kapsamı ve öğrenciler arasında kültürlerarası iletişimsel yeterliliğin geliştirilmesi arasındaki ilişki, içerik analizi ve yarı yapılandırılmış görüşmeler ile elde edilen verilerle incelenmiştir. Bulgular, hedef kültürlere belirgin bir vurgu yapıldığını göstermekte ve farklı kültürel anlatıların dahil edilmesinde bir eksiklik olduğunu vurgulamaktadır. Böyle bir dengesizlik, ders kitaplarının çok yönlü bir kültürlerarası anlayışı beslemedeki etkinliğinde potansiyel sınırlamalara işaret etmektedir. Çalışma, İngilizce dil eğitiminde kültürlerin daha kapsayıcı bir şekilde temsil edilmesini savunmakta ve kapsamlı bir kültürlerarası farkındalık geliştirmede ders kitaplarının önemini vurgulamaktadır. Ayrıca, öğrencileri küresel iletişime daha iyi hazırlamak amacıyla İngilizce öğretiminde kültürlerarası boyutu geliştirmek için müfredat geliştiricilere ve eğitimcilere tavsiyelerde bulunulmaktadır.

ABSTRACT

This study delves into the representation of intercultural awareness in English coursebooks at the tertiary level, examining the balance between local, target, and international cultures. Utilizing a qualitative methodology, it scrutinizes three coursebooks, and incorporates perceptions from instructors and students at Gazi University. Content analysis and semi-structured interviews were the primary tools for data collection, emphasizing the degree of cultural diversity and its alignment with promoting intercultural communicative competence among learners. The findings reveal a strong emphasis on target cultures, underscoring a lack of representation of diverse cultural narratives. Such an imbalance suggests potential limitations in the coursebooks' efficacy in nurturing a well-rounded intercultural understanding. The study advocates for a more inclusive representation of cultures in English language education, stressing the importance of coursebooks in cultivating comprehensive intercultural awareness. Additionally, recommendations are provided to curriculum developers and educators to enhance the intercultural dimension within English language teaching, aiming to better prepare students for global communication.

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INTRODUCTION

Since culture and language are strongly bonded, issues in language teaching and the learning process regarding intercultural exchanges have also drawn much attention in education. In that regard, concepts such as Intercultural Communicative Competence (ICC) and Intercultural Awareness (ICA) have recently become a part of the curriculum as an attempt to aid learners in gaining the necessary skills for intercultural exchanges, which is crucial for optimal level of communication in not only daily but also educational use of the language (Aksoy, 2016). As a result, ICC, which is described as the core capacity to interact with people who have various social identities and to understand their individuality as well as various identities of their own (Byram et al., 2002), has become a primary goal to be achieved in language teaching. Therefore, the first step of accomplishing ICC, which is becoming interculturally aware and sensitive, has turned into a must. ICA is defined as being aware of one's own cultural conventions as well as others, acknowledging, respecting, and accepting the differences among cultures, and acting concerning these components appropriately during intercultural interaction. (Dai & Chen, 2014). Knowledge of different cultures, a willingness to accept and value cultural differences, being intrigued by other cultures and being curious about them, and, most crucially, the capacity to put all of these into practice in actual cross-cultural interactions are all components of intercultural awareness. (Byram, 1997; Chen & Starosta, 1998) It is also described as having the capacity to "create a positive emotion toward knowing and appreciating cultural differences that encourage acceptable and effective behavior in intercultural communication." (Chen & Starosta, 1997) This definition emphasizes the nature of ICA and its value in ensuring an intercultural dimension.

As Bhavuk and Brislin (1992) suggested, people must be interested in different cultures, sensitive enough to recognize cultural differences, and willing to change their conduct as a sign of respect for those from other cultures if they want to be successful in that particular cultural environment. Given that English is used across a wide variety of settings and among numerous cultures, merely having knowledge of the language is insufficient for achieving meaningful interaction.That is why Intercultural Awareness and sensitivity are expected of learners to build a base for maintaining successful and efficient intercultural communication. Roughly, only 527 million of the 1.75 billion people who speak English as their native tongue are native English speakers, making English the most widely spoken language in the world. (Ugwuanyi, 2020). This statistic shows that English has become a means of communication worldwide. As a result, communication has gained an intercultural dimension. Because of that, the nature of English language teaching calls upon some revisions and changes. When analyzed, there are various issues regarding the execution of language learning and teaching processes, one of which is the course books. The course books are the primary resources used in schools' English language instruction. That is why the role of course books is underlined, and the extent of their use in spreading culture is examined. The textbooks should also cover international culture in addition to the source and target culture (Cortazzi & Jin, 1999).

Many coursebooks place a heavy emphasis on the target culture while ignoring the universal aspect of the language, leading students to believe that only native speakers speak English. However, some coursebooks primarily emphasize national aspects while ignoring the existence of other cultures, which makes students feel alienated from English because they use their home tongue to converse about those circumstances, rendering learning the language worthless for them (Akandere, 2021). There are several studies regarding the issue of cultural elements in course books. However, the issue of intercultural awareness reflected in coursebooks, together with the views of instructors and students, has yet to be explored sufficiently. This study aims to shed light on current practices of cultural representation in English coursebooks and advocate for a more balanced and inclusive approach to incorporating cultural content in language education.It is through such scholarly inquiries that language education can transcend mere linguistic instruction, equipping learners with the competence to navigate the multifaceted cultural landscapes of our global society. This article investigates the reflection of intercultural awareness in course books used at a tertiary-level state university. It also explores the perspectives of teachers and instructors on this matter. By examining how intercultural awareness and intercultural communicative competence (ICA and ICC,

respectively) are incorporated into coursebooks and utilized by educators, this research aims to evaluate the role of coursebooks in fostering intercultural awareness. Furthermore, it seeks to contribute its findings to the existing literature.

Literature Review

In the literature, culture has been interpreted through various perspectives, often using the same concepts. Hofstede (1991) briefly defines culture as the set of rules governing how members of a community should behave and act. He also clarifies the cause of people's divergent cultural perceptions by stating that, subconsciously, people from different cultures are inclined to view the world through different cultural lenses and to believe that their lenses of culture are the only ones that exist. While Kachru (2008) defines culture as shared knowledge, Kramsch (1998) describes it in three ways: "(1) membership in a discourse community that shares a common social space and history, and a common system of standards for perceiving, believing, evaluating, and acting; (2) the discourse community itself and (3) the system of standards itself" (p.127). Liddicoat et al. (2003) also bring the connection to the language into the equation by drawing a correlation between language and culture and claiming that they are interwoven concepts. (see Figure 1)
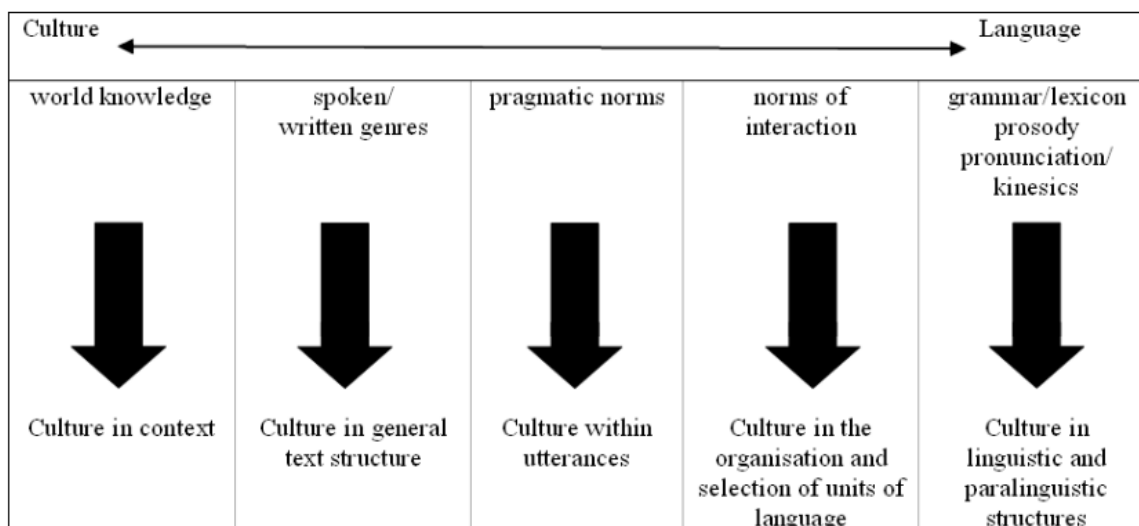

Figure 1. Stages of Articulation between Culture and Language (Liddicoat et al., 2003, p.9)

In the definitions presented above, it can be acknowledged that culture refers to what members of a particular society have in common in terms of how they behave and respond to events around them. Not surprisingly, culture has a particular and strong influence on the language as well. Culture and language are two concepts that have strong bonds and are interrelated. Consequently, the bond between language and culture has been a topic of debate for quite a long time (Wierzbicka, 1992). According to Baker (2009), culture and language are inseparable concepts. According to Bennett et al. (2003), without understanding culture, a person learning a language runs a risk. However, the link between culture and language needs to be approached carefully because to communicate across many different cultures, it is crucial to create an understanding of culture and the relationships among cultures, languages, and communication. (Bennet, 2009). Therefore, developing cultural awareness in language courses that celebrate universality and similarities rather than differences might reduce prejudices and other social problems caused by the concept of "culture" that frequently extols distinctions and uniqueness (Lawes, 2006). Similarly, Nault (2006) states that culture is already included in language acquisition, either explicitly or implicitly; therefore, the question is not whether to teach it or not, but rather how. To answer this question, literature offers some views based on similar concepts. For example, according to Liddicoat and Scarino (2013), there are two approaches to cultural education. The first version sees culture as an outside force to be studied separately from the student. In other words, learning culture does not ask learners to change their current practices, values, attitudes, beliefs, and their existing cultural identity. They are, however, expected to

internalize and acquire knowledge about a particular culture. This is believed to be a very common concept that is acknowledged and utilized in most teaching materials (Beacco, 2000). The second perspective, though, is intercultural in nature and relies on the learner's transformative involvement in their learning. It sees culture as a place of interactive interaction for meaning-making.

At the heart of integrating culture into language education lies the concept of Intercultural Communicative Competence (ICC). Byram (1997) delineates ICC as the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes. This framework encompasses several components including savoirs, savoir-être, savoir comprendre, and savoir apprendre, which collectively facilitate a deeper understanding and appreciation of diverse cultural perspectives (Byram, 1997). The research draws upon Byram's model to examine the extent to which English coursebooks at the tertiary level contribute to the development of these competencies among learners. Deardorff (2004) has created an Intercultural Competence Pyramid Model to explain this phenomenon. The necessary attitudes at the base of the pyramid are respect, openness, curiosity, and discovery. The next level contains comprehension and knowledge with the skills the learners are aimed to develop. (see Figure 2)
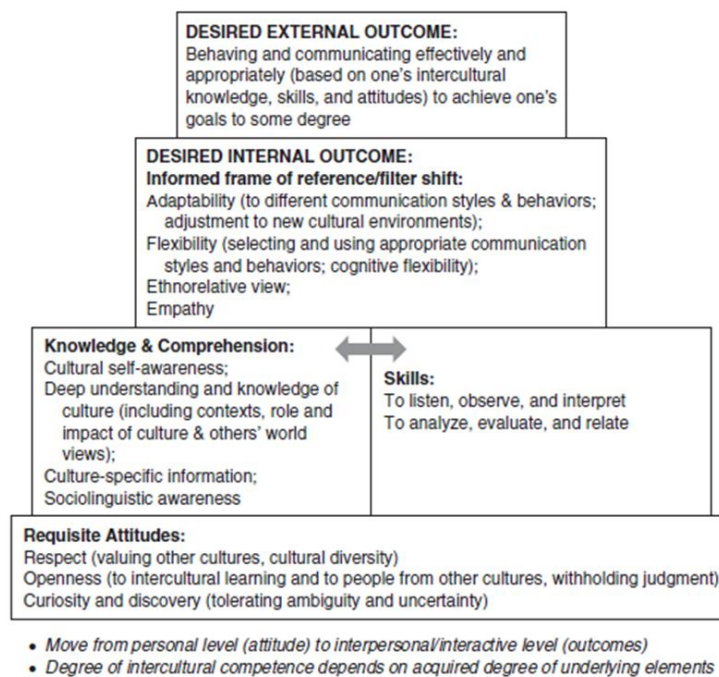

Figure 2. Pyramid Model of Intercultural Competence (Deardroff, 2004)

The representation of culture in language teaching materials, particularly English coursebooks, plays a pivotal role in the cultivation of ICC. The selection and portrayal of cultural content within these resources can significantly influence learners' perceptions of and attitudes towards different cultures (Cortazzi & Jin, 1999; McKay, 2002). Cortazzi and Jin (1999) emphasize the importance of incorporating a balance of cultures in teaching materials to avoid cultural bias and promote an inclusive approach to cultural education. This research critically assesses the cultural content of selected English coursebooks, focusing on how well they represent local, target, and international cultures to support the development of intercultural awareness.
Intercultural Awareness (ICA) is conceptualized as the consciousness of cultural variability and the ability to discern and respect cultural differences (Garrett-Rucks, 2016). This awareness is crucial for navigating intercultural interactions effectively. The research leverages theoretical perspectives on ICA to evaluate the cultural dimensions presented in English coursebooks, aiming to identify the strategies employed to enhance learners' sensitivity towards cultural diversity.

In the light of the concepts mentioned previously, this study sought to answer the following questions:

1. Is there any evidence of ICA in the course books used in a tertiary-level state university in terms of some cultural aspects?
2. To what extent does these course books' cultural content develop intercultural awareness (ICA)?
3. What are the views of the students on the course books in terms of ICA?
4. What are the views of the instructors on the course books in terms of the ICA?

METHOD

Research Method

The present study implements a qualitative method. The aim of this study is twofold. The first pillar of the study aims to analyze the cultural aspects in terms of the distribution of source culture, target culture, and international culture to investigate the intercultural awareness in English Coursebooks used at the tertiary level. Three English coursebooks that are currently being used in a preparatory school are chosen. To explore the cultural elements in English coursebooks, content analysis, which is a qualitative data collection technique, is conducted in this research study. In contrast to counts and measures, qualitative research relates to concepts, meanings, definitions, metaphors, descriptions, symbols, and aspects of things. It is a scientific approach to gathering non-numerical data. (Babbie, 2014). Similarly, to explain the phenomenon of qualitative research, Dörnyei (2007) argues that the specific purpose here is to examine the participants' perspective of the topic being examined because qualitative research is concerned with the subjective opinions, experiences, and feelings of individuals. Furthermore, Creswell (2014) emphasizes the significance of qualitative research by stating that compared to quantitative research methods, qualitative methods show a different approach to academic study. The second pillar of the study is collecting the views of the instructors and students on the matter to compare the findings of the researcher and views of the instructors as well as the students on the matter to triangulate the data. To achieve that, a semi-structured interview was employed.

Participants

Assuming that the teachers significantly influence the language instruction provided in ELT, their perspectives may provide helpful insight into the situation and procedures currently in place. Consequently, eight instructors were interviewed in order to understand their view of the ICA as well as the ICA the coursebooks offer. In addition, the coursebook analysis findings were compared to interviewees' responses to see whether their opinions were comparable or different from those found in the coursebook analysis findings. Below, the table gives information about E (experience of the instructors), G (Gender), and AB (Academic Background).

Table 1
Demographic Information About The Instructors

Instructors	E	G	AB
E.G	6	F	MA
C.K	4	F	MA
D.U.	6	F	BA
G.Ş	4	F	MA
Ö.A.	6	F	MA
M.E.B	2	F	BA
M.D.	6	F	BA
G.Y.	6	F	MA
K.U	6	M	BA
N.Ö	6	F	BA
S.P	6	F	MA

The participants of the study were eight students who started the preparatory class as beginners. Their current level was A2 during this study. Their demographic information, such as name, age, and YLL, which refers to the years of language learning, is provided below.

Table 2
Demographic Information about the Students

Participants	Age	YLL
Ö.Ş.	18	12
M.T	18	12
F.H.	18	12
T.Ş	19	13
K.B.	19	13
H.K	18	12
F.M.	18	12

Data Collection Tools

The current study is conducted by gathering qualitative data. The study is carried out in a preparatory school in Turkey. Two data collection tools were used: a checklist for coursebook analysis and a semi-structured interview.To get a complete picture of the case, qualitative data is gathered using the checklist, and data is triangulated with the help of semi-structured interviews. Convenience sampling is utilized. Dörnyei (2007) argues that the specific purpose here is to examine the participants' perspective of the topic being examined because qualitative research is concerned with the subjective opinions, experiences, and feelings of individuals. He also adds that the goal of qualitative research is to examine social processes from the viewpoints of those closest to the action, in other words, the insiders. Three different English coursebooks are studied according to Moran's (2001) model, which suggests an analysis of the cultural aspects (products, practices, perspectives, persons, and communities), as well as the cultural elements (source culture, target culture, and international culture) (see Table 1).

Table 3
Distribution of Cultural Categories in English Coursebooks

Cultural Category	Explanation
Source Culture	Local Culture (Türkiye)
Target Culture	Countries where English is spoken as the native language
International Culture	Different types of cultures around the world

The guidelines for the document analysis of this study were formed following the checklist provided below.

		SOURCE				TARGET				INTERNATIONAL		
Products	Artifacts	food			Artifacts	food			Artifacts	food		
		documents				documents				documents		
		language				language				language		
		money				money				money		
		flags				flags				flags		
		tools				tools				tools		
	Places	buildings			Places	buildings			Places	buildings		
		countries/cities				countries/cities				countries/cities		
		public places				public places				public places		
		houses				houses				houses		
	Institutions	family			Institutions	family			Institutions	family		
		law				law				law		
		economy				economy				economy		
		religion				religion				religion		
		education				education				education		
		organizations				organizations				organizations		
		politics				politics				politics		
	Art forms	music			Art forms	music			Art forms	music		
		clothes				clothes				clothes		
		painting				painting				painting		
		dancing				dancing				dancing		
		movie				movie				movie		
		architecture				architecture				architecture		
		literature				literature				literature		
		handcraft				handcraft				handcraft		
Practices	Operations				Operations				Operations			
	Acts				Acts				Acts			
	Lives				Lives				Lives			
	Scenarios				Scenarios				Scenarios			
Perspectives	Beliefs				Beliefs				Beliefs			
	Values				Values				Values			
	Myths/Superstitions				Myths/Superstitions				Myths/Superstitions			
	Attitudes				Attitudes				Attitudes			
Communities	Social contexts				Social contexts				Social contexts			
	Circumstances				Circumstances				Circumstances			
	Groups				Groups				Groups			
Persons	Famous				Famous				Famous			
	Ordinary people				Ordinary people				Ordinary people			

Figure 3. Cultural aspects and cultural elements (Akandere, 2021)

In her study, Akandere (2021) introduced some changes to the checklist introduced by Kim and Paek (2015). Under the category of products, the subcategory of flags, public places under the category of places, organizations under the subcategory of institutions, and lastly, literature and handcraft under the subcategory of art forms have been added to the checklist by the researcher (see Figure 3 above). Since this checklist is more detailed and is believed to address the variety of cultural elements found in the course books nowadays, the guidelines of the content analysis for the English coursebooks that have been scrutinized were formed following this checklist. Each category has been analyzed in source, target, and international culture.

In this study, three English course books, Language Hub Elementary, Skillful Foundation Listening-Speaking & Reading-Writing, are analyzed to find out the cultural aspects in terms of the distribution of source culture, target culture, and international culture to investigate the intercultural awareness in the above mentioned English Coursebooks that are used in tertiary level in a public preparatory school. The books were chosen purposively. Purposive Sampling, also known as relevance sampling, aims to include all the information required to respond to the researcher's research questions. Data is methodically gathered from a text by identifying the pertinent details that best represent the selected categories (Krippendorff, 2004). The necessary details of the selected English Coursebooks are given below.

- Language Hub Elementary: 178 pages, Macmillan Education
  Authors: Peter Maggs- Catherine Smith
- Skillful Foundation Listening Speaking
- Skillful Foundation Reading Writing

Also, the units of the coursebooks are centered around different themes, which allow the instructor and learner to associate a variety of items under the categories of source, target, and international culture. The English coursebook Language Hub facilitates 12 units, whereas the coursebook Skillful Foundation employs 10. The distribution of the units and themes is provided in the tables below.

Table 4
Language Hub Elementary Themes

Units	Theme
Unit 0	Hello
Unit 1	Arrivals
Unit 2	People
Unit 3	Days
Unit 4	Work and Education
Unit 5	Places
Unit 6	That's Entertainment
Unit 7	Travel and Transport
Unit 8	Food and Drink
Unit 9	Shopping
Unit 10	The Great Outdoors
Unit 11	The Body
Unit 12	Modern Lives

Table 5
Language Hub Elementary Themes

Units	Theme
Unit 1	Self
Unit 2	Family
Unit 3	Study
Unit 4	Money
Unit 5	Taste
Unit 6	Health
Unit 7	Places
Unit 8	Plans
Unit 9	Jobs
Unit 10	Skills

FINDINGS

The results obtained from content analysis of English coursebooks are presented below. In addition, the distribution of the cultural elements (source culture, target culture, international culture) proposed by Cortazzi and Jin (1999) and the cultural dimensions (products, practices, perspectives, persons, and communities) presented by Moran (2011) were examined.

Cultural Aspects in Language Hub Elementary

Language Hub Elementary is an English Coursebook published by Macmillan Education. The units, activity pages, and visuals were examined in this study. The study also includes audio segments. Every unit has a distinct subject that may be related to many cultures, as the book employs a thematic stance. Each unit features a group of friends. One of the members of this group is from a different country. Their experiences in various circumstances provide insight into the issues throughout the book.

Table 6
How Local Culture is Distributed in Language Hub Elementary

Products						
Art Forms	**f**	**Institutions**	**f**	**Places**	**f**	**Artifacts**	**f**

Art Forms	f	Institutions	f	Places	f	Artifacts	f
Handcraft		Organizations		Public places		Flags	
Literature		Politics		Houses		Tools	
Architecture		Education		Countries/cities		Money	
Movie		Religion		Buildings		Language	
Dancing		Economy				Documents	
Painting		Law				Food	
Clothes		Family					
Music							
Total	**0**	**total**	**0**	**total**	**0**	**total**	**0**
Practices	**f**	**Perspectives**	**f**	**Communities**	**f**	**Persons**	**f**
Scenarios		Attitudes		Groups		Ordinary	3
Lives		Myths/superstitions		Circumstances		Famous	
Acts		Values		Social context			
Operations		Beliefs					
Total	**0**	**total**	**0**	**total**	**0**	**total**	**3**

As the table indicates, the distribution of the cultural elements regarding local culture is heavily based upon the category "persons." While the category "persons" has been utilized to some extent, other categories have not been touched upon. This particular category has been conveyed through the examples of some ordinary people's names. In the units, it is possible to see some visuals and some reading activities with Turkish names. The names used in Türkiye can also be encountered though it is scarce. Also, in one of the café hub videos situated at the end of each unit, it is possible to see a Turkish man who introduces himself and mentions his nationality and name.

Table 7
How Target Culture is Distributed in Language Hub Elementary

Products							
Art Forms	**f**	**Institutions**	**f**	**Places**	**f**	**Artifacts**	**f**
Handcraft		Organizations	10	Public places	6	Flags	
Literature	6	Politics		Houses	2	Tools	
Architecture		Education	4	Countries/cities	63	Money	8
Movie	17	Religion		Buildings		Language	2
Dancing	3	Economy	1			Documents	2
Painting		Law				Food	6
Clothes		Family					
Music	6						
Total	**32**	**total**	**15**	**total**	**71**	**total**	**18**
Practices	**f**	**Perspectives**	**f**	**Communities**	**f**	**Persons**	**f**
Scenarios	12	Attitudes		Groups	7	Ordinary	116
Lives	8	Myths/superstitions		Circumstances		Famous	33
Acts		Values	1	Social context	17		
Operations	4	Beliefs					
Total	**24**	**total**	**1**	**total**	**24**	**total**	**149**

The *Language Hub Elementary Coursebook* contains 334 target culture elements. Table 8 shows that 149 elements fall under the category of "persons" and 136 under "products," while the categories of practices, perspectives, and communities are represented to a much lesser extent throughout the book.In other words, the categories of "people" and "products" include the greatest proportion of target culture elements, whilst the category of perspectives has the lowest representation.

The figures and tables above indicate that the target culture is mainly reflected through "persons" and "products" while the communities, practices, and perspectives categories are not as frequently displayed. Similar to the distribution of the elements of local culture, the target culture is also predominantly introduced via "persons" and "products." For the former, examples of ordinary people are more frequently encountered compared to those of famous individuals.As for the "products" literature, public places, houses, and food are employed most to boost the cultural content in the target language. The categories of practices (f=24) are observed under the subcategory lives, scenarios, and operations. The café hub videos are coded under the subcategory of lives and scenarios.

Table 8
How International Culture is Distributed in Language Hub Elementary

Products							
Art Forms	**f**	**Institutions**	**f**	**Places**	**f**	**Artifacts**	**f**
Handcraft		Organizations	1	Public places	6	Flags	
Literature	18	Politics		Houses	5	Tools	1
Architecture		Education		Countries/cities	188	Money	13
Movie		Religion		Buildings	3	Language	5
Dancing	1	Economy				Documents	1
Painting	1	Law				Food	7
Clothes	6	Family					
Music							
Total	**26**	**total**	**1**	**total**	**202**	**total**	**27**
Practices	**f**	**Perspectives**	**f**	**Communities**	**f**	**Persons**	**f**
Scenarios	12	Attitudes		Groups	48	Ordinary	100
Lives	30	Myths/superstitions		Circumstances	1	Famous	7
Acts		Values	1	Social context	15		
Operations		Beliefs	1				
Total	**42**	**total**	**2**	**total**	**64**	**total**	**107**

There are 407 international culture elements found in the Language Hub Elementary coursebook. As the table above indicates, cultural content is predominantly portrayed through the persons and products category. Again, the categories of "practices, perspectives, and communities" are utilized to a certain extent to convey any cultural content. As for the person category, the items found in the books are primarily of ordinary people, whether they are the names in reading texts or some visuals of different people from different countries and ethnicities. There are also some examples of famous people who are movie stars or athletes. Especially in reading activities, these famous people can be observed in the context of achievements or life stories. In the category of communities, the subcategory "groups" was reported to contain (48) elements, with nationalities coded under this category. Additionally, social contexts such as two friends discussing university courses or a group talking about accommodations serve as examples.. Also, the café hub videos are noted under this category as they contain elements from both target and international cultures. When it comes to the perspectives category the subcategory lives was reported to include 30 elements. Under this category, the distinctive features of people's lives from different cultures and their celebrations, and festivals were counted. Overall, international culture outweighs the cultural content of local and target cultures. Below are some examples of international cultural content taken from the book.
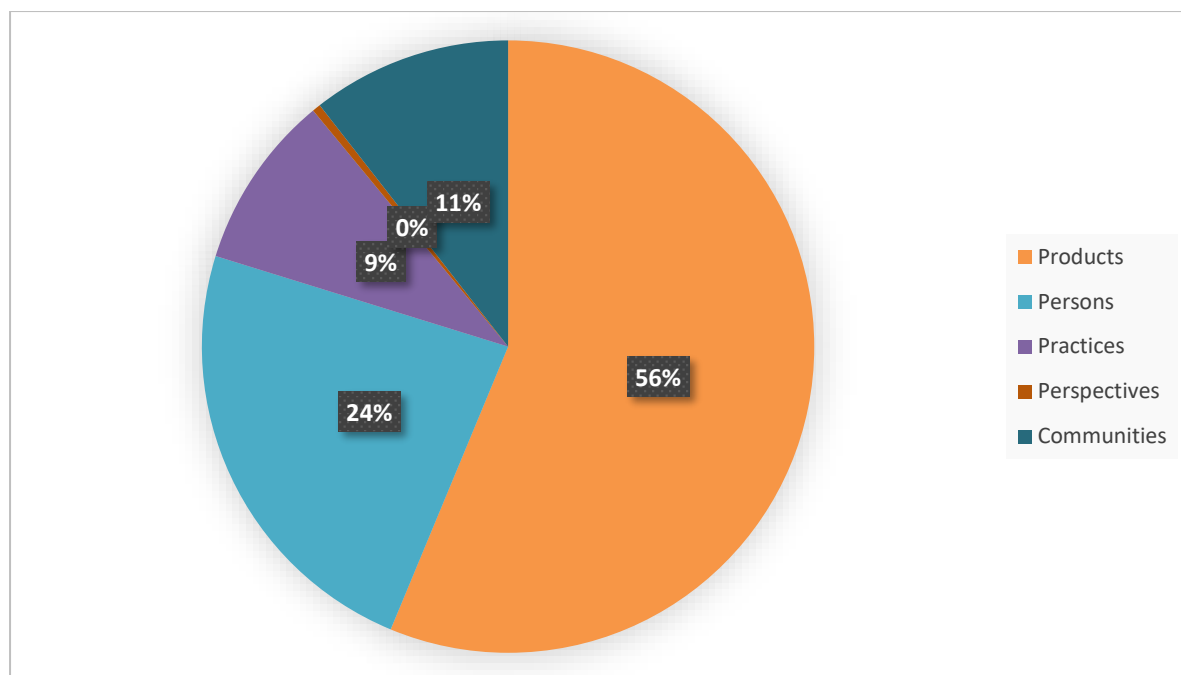
Figure 4. Language hub elementary percentage of international culture

As the statistics above suggest, products category (%56) is heavily utilized to portray the culture of other countries, and the category "persons" follows behind. The other remaining categories are also observed throughout the book even though they differ in frequency. The results show that elements of international culture is predominantly used in Language Hub Elementary coursebooks.

Cultural Aspects in Skillful Foundation Reading & Writing

Skillful Foundation is an English Coursebook published by Macmillan Education. The units, activity pages, and visuals were examined in this study. The study also includes audio segments. Every unit has a distinct subject that may be related to many cultures, as the book employs a thematic stance. In addition, each unit features a video in the beginning, which is related to the overall theme of the whole unit. The videos mostly show people from other countries where English is not spoken as the first language. That's why these videos contribute to the portrayal of international culture to a great extent.

Table 9
How Local Culture is Distributed in Skillful Foundation Reading & Writing

Products							
Art Forms	**f**	**Institutions**	**f**	**Places**	**f**	**Artifacts**	**f**
Handcraft		Organizations		Public places		Flags	
Literature		Politics		Houses		Tools	
Architecture		Education		Countries/cities		Money	
Movie		Religion		Buildings		Language	
Dancing		Economy				Documents	
Painting		Law				Food	
Clothes		Family					
Music							
Total	**0**	**total**	**0**	**total**	**0**	**total**	**0**
Practices	**f**	**Perspectives**	**f**	**Communities**	**f**	**Persons**	**f**
Scenarios		Attitudes		Groups		Ordinary	3
Lives		Myths/superstitions		Circumstances		Famous	

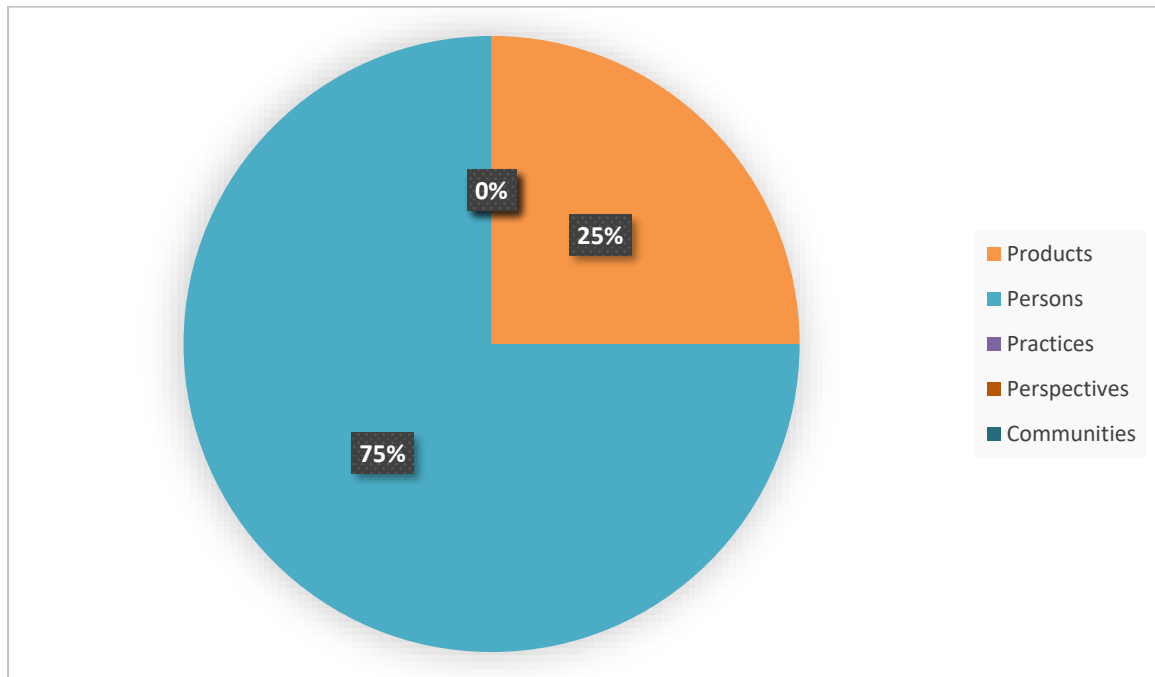| Acts | | Values | | Social context | | |
| Operations | | Beliefs | | | | |
| **Total** | **0** | **total** | **0** | **total** | **0** | **total** | **3** |

Figure 5. Skillful foundation reading & writing percentage of local culture

As the figures and tables above show, the proportion of the local culture in this course book is relatively low. The only examples observed in the person category are the examples of ordinary people. For the "products" category, only one example has been found, which is a visual of the city "Istanbul." Similar to the Language Hub Elementary Coursebook, there is no evidence of the categories "practices, perspectives, communities." Overall, local culture is not emphasized in the general course of the book.

Table 10

How Target Culture is Distributed in Skillful Foundation Reading & Writing

Products							
Art Forms	**f**	**Institutions**	**f**	**Places**	**f**	**Artifacts**	**f**
Handcraft		Organizations	2	Public places	5	Flags	
Literature		Politics		Houses		Tools	2
Architecture		Education	7	Countries/cities	206	Money	134
Movie		Religion		Buildings		Language	21
Dancing		Economy	5			Documents	3
Painting		Law				Food	2
Clothes		Family	3				
Music							
Total	**0**	**total**	**16**	**total**	**211**	**total**	**162**
Practices	**f**	**Perspectives**	**f**	**Communities**	**f**	**Persons**	**f**
Scenarios	14	Attitudes		Groups		Ordinary	275
Lives	18	Myths/superstitions		Circumstances		Famous	
Acts		Values		Social context			
Operations		Beliefs					
Total	**32**	**total**	**0**	**total**	**23**	**total**	**275**

As the figures and tables above suggest, target culture elements are mostly displayed under the categories of "persons, products, and communities." When the target culture category "persons" is examined, the names and pictures of ordinary people are detected rather than the famous ones. As for the "products" category, the subcategory "places" is mostly noted. In that regard, countries and cities of the target culture have been emphasized. Also, under the umbrella term "products," the subcategory "places" has been employed with examples such as parks and public places. Content related to organizations (f:2), economy (f:5), education (f: 7), and family (f:3) were found along with the subcategory artifacts that contain examples of the subcategories tools (f:2), money (f:134), documents (f:3) and foods (f:3). Foods are usually given in the context of eating habits of people from the target culture or in the form of some visuals to exemplify certain dishes. Famous buildings or places have not been heavily detected in the general course of the book. When the practices category was analyzed, mostly "lives" (f:18) were found, which were conveyed through the lifestyle of people in target culture countries. The categories of communities and perspectives were also used for transmitting cultural content. Below some examples are provided.

Table 11
How International Culture is Distributed in Skillful Foundation Reading & Writing

Products							
Art Forms	**f**	**Institutions**	**f**	**Places**	**f**	**Artifacts**	**f**
Handcraft		Organizations	2	Public places	24	Flags	3
Literature		Politics		Houses		Tools	3
Architecture		Education	16	Countries/cities	172	Money	11
Movie		Religion	1	Buildings	4	Language	77
Dancing		Economy	2			Documents	1
Painting		Law				Food	16
Clothes	1	Family					
Music							
Total	**1**	**total**	**21**	**total**	**200**	**total**	**111**
Practices	**f**	**Perspectives**	**F**	**Communities**	**f**	**Persons**	**f**
Scenarios		Attitudes		Groups	18	Ordinary	210
Lives	12	Myths/superstitions		Circumstances		Famous	6
Acts	2	Values	2	Social context	18		
Operations	4	Beliefs	1				
Total	**18**	**total**	**3**	**total**	**36**	**total**	**216**

International culture components are largely presented through the areas of "people, products, and communities," as the figures and tables above indicate. When the "persons" category of international culture is analyzed, names and images of the most common individuals have been found, whereas only a few examples of famous people such as Picasso and Jean Piaget have been found. Next, the subcategory "places" is the one that is most frequently used under the "products" category, with examples of different countries and cities all around the world. Countries such as Norway, Finland, Spain, and Mexico are frequently used. Under the category of artifacts, the subcategories of flags (f:3), tools (f:3), money (f:11), language (f:77), documents (f:1), and foods (f:16). Finally, foods are typically presented in the context of the international culture's eating customs or images representing particular cuisines in other countries. For example, the unit opener video for the topic of food introduces some street food in Egypt.

The "practices" category consists of 18 elements; under the subcategories "lives" (f:12), "operations (f:4), and acts (f:2)." The examples found were how people live their lives and certain rules applying to specific countries. For instance, in the reading passages, the life of a family from Shangai was depicted, giving the reader an insight into the lives of people there. The instances under the category of perspectives include values (f:2) and beliefs (f:1) through celebrations of different countries and what they mean to the people of those countries. When it comes to "communities," groups (f:18) and

social context (f:18) are found to be included. As the nationalities are counted under the category of groups, the examples are taken from that. Nationalities such as Chinese, Spanish, and Mexican have been encountered the most but there are various examples from other countries as well. As for the social context, a group of students from different countries having a conversation is given as an example. Overall, according to the results gathered by the analysis, it is discovered the emphasis on target culture slightly outweighs the international one. Below are some examples provided for international culture.

Cultural Aspects in Skillful Foundation Listening & Speaking

Table 12
How International Culture is Distributed in Skillful Foundation Listening & Speaking

Products							
Art Forms	**f**	**Institutions**	**f**	**Places**	**f**	**Artifacts**	**f**
Handcraft		Organizations		Public places		Flags	
Literature		Politics		Houses		Tools	
Architecture		Education		Countries/cities		Money	
Movie		Religion		Buildings		Language	
Dancing		Economy				Documents	
Painting		Law				Food	
Clothes		Family					
Music							
Total	**0**	**total**	**0**	**total**	**0**	**total**	**0**
Practices	**f**	**Perspectives**	**f**	**Communities**	**f**	**Persons**	**f**
Scenarios		Attitudes		Groups		Ordinary	
Lives		Myths/superstitions		Circumstances		Famous	
Acts		Values		Social context			
Operations		Beliefs					
Total	**0**	**total**	**0**	**total**	**0**	**total**	**0**

As the table above suggests, there were no examples of local culture found in the coursebook Skillful Foundation Listening & Speaking. That is why the percentages and frequencies were not included.

Table 13
How Target Culture is Distributed in Skillful Foundation Listening & Speaking

Products							
Art Forms	**f**	**Institutions**	**f**	**Places**	**f**	**Artifacts**	**f**
Handcraft		Organizations		Public places		Flags	2
Literature		Politics		Houses		Tools	1
Architecture	2	Education	4	Countries/cities	24	Money	11
Movie	2	Religion		Buildings	2	Language	6
Dancing		Economy	1			Documents	1
Painting		Law				Food	2
Clothes		Family	2				
Music							
Total	**4**	**total**	**7**	**total**	**26**	**total**	**23**
Practices	**f**	**Perspectives**	**f**	**Communities**	**f**	**Persons**	**f**
Scenarios		Attitudes		Groups	2	Ordinary	63
Lives	6	Myths/superstitions		Circumstances	1	Famous	
Acts	3	Values		Social context	4		
Operations		Beliefs					

Total	9	total	0	total	7	total	63

As the tables and the figures above display, the target culture is mostly exemplified under the categories of "persons" and the "products," "practices" and "communities" categories follow respectively. When the "persons" category is analyzed, the names of ordinary people in both writing passages and visuals and the listening recordings have been found. Many of these names were typical of the target culture whereas a famous person was not encountered throughout the examination. For the "products" category, the subcategory artifacts were predominantly utilized. In the unit that was related to money, many examples have been included as a cultural element of the target culture (f:11). The target language "English" has been encountered six times (f:6). Following those, food (f:2), flag (f:2), documents (f:1), and tools (f:1) are included to give target culture content. As for the places subcategory, countries (f:24) and buildings (f:2) are used mainly. The countries that have been dominantly used are the UK, The USA, and Canada. Another subcategory is "institutions" with cultural elements of education (f:4), economy (f:1), and family (f:2). As for the element of education, four different types of schools from other countries were presented, as well as a school and education system in London. The last part of the "products" category is the subcategory "artifacts," which employs the cultural elements of architecture (f:2) and movies (f:2). Below, some examples are displayed. When the "practices" category is examined, cultural content is found to be displayed under the subcategories of lives (f:6) and acts (f:3). As for the former, the lives of certain people specific to society and their lifestyles have been utilized. The examples of "communities" have been employed with the subcategories of groups (f:2), circumstances (f:1), and social contexts (f:4). The groups primarily consist of nationalities. Circumstances are the particular conditions that people encounter while social contexts are certain situations, such as a group of friends planning a party.

Table 14
How International Culture is Distributed in Skillful Foundation Listening &Speaking

Products

Art Forms	f	Institutions	f	Places	f	Artifacts	f
Handcraft	5	Organizations		Public places	5	Flags	
Literature		Politics		Houses		Tools	7
Architecture	1	Education	3	Countries/cities	63	Money	
Movie		Religion	1	Buildings	4	Language	6
Dancing	2	Economy	2			Documents	
Painting		Law	1			Food	20
Clothes	5	Family	1				
Music	3						
Total	**16**	**total**	**8**	**total**	**72**	**total**	**33**
Practices	**f**	**Perspectives**	**F**	**Communities**	**f**	**Persons**	**f**
Scenarios		Attitudes		Groups	10	Ordinary	26
Lives	19	Myths/superstitions		Circumstances	3	Famous	2
Acts		Values	1	Social context	4		
Operations		Beliefs					
Total	**19**	**total**	**1**	**total**	**17**	**total**	**28**

As seen in the tables and the figures above, international culture is primarily illustrated by the categories of "products," "persons," "practices," "communities" and "perspectives" in that order, so every category was employed to convey the international culture. The names of common people can be found in written passages, images, and listening recordings when the "persons" category is examined. The famous ones, however, are very short in number compared to the ordinary persons category, and the examples were of a chef and a businessperson. Many of the names were stereotypical of the culture they belonged to such as "Pedro" for Spain or "Aiko" for China.

The subcategory *places* was used the most under the "products" category. Numerous examples of different countries have been incorporated as a cultural component of the international culture (f:72).

In addition to the countries, famous buildings and structures such as the Eiffel Tower and the Great City Hall in France are the two most often utilized subcategories of *places.* The following subcategory that has the highest number was *artifacts* (f:33). Mention of different languages such as Spanish, Chinese, and French have been encountered throughout the book (f:6). Following these, food (f:20), and tools (f:7) was used the most for the international content. As for the food subcategory, the unit related to food offers visuals, videos, and listening texts regarding different cuisines all around the world. Also, as a follow up , street food from different countries has been detected. The subcategory places was mostly used for the "products" category. Numerous examples of different countries have been incorporated as a cultural component of the international culture (f:72). In addition to the countries, famous buildings and structures such as the Eiffel Tower and the Great City Hall in France are the two most often utilized subcategories of places. The following subcategory that has the highest number was artifacts (f:33). Mention of different languages such as Spanish, Chinese, and French have been encountered throughout the book (f:6). Following these, food (f:20) and tools (f:7) were used the most for the international content. As for the food subcategory, the unit related to food offers visuals, videos, and listening texts regarding different cuisines worldwide. Also, as a follow-up, street food from other countries has been detected. Another subcategory that was frequently used was the art forms with the examples of handcraft (f:5), architecture (f:1), dancing (f:2), clothes (f:5), and music (f:3). For handcraft and clothes, one of the unit openers videos offered the costumes that are worn in the moon festival and how they are created. Also, in another video, there was a school that taught the students how to be a mascot in China. Costumes, how those costumes were made, and the music that they dance to are included as well. Finally, in another video, a foreign man working in an unusual job creating handmade objects for the kitchen was featured. When the category of "practices" is examined, the subcategory lives was found the most whereas other subcategories were not utilized at all. For example, the lives of people in Nigeria were the topic of one of the unit opener videos. In the "communities" category, the subcategories groups 8 (f:10), circumstances (f:3), and social contexts (f:4) are included in the book. Groups are mostly the nationalities of people from different countries. Below, some examples are presented.

Interviews with the Instructors

A semi-structured interview was used in addition to the data obtained through document analysis in order to compare the results with those gathered through document analysis. It was observed that instructors generally define intercultural awareness as knowing about your own and other cultures while also accepting and understanding the differences among other cultures. The following excerpt from P1 further demonstrates teachers' perceptions of these terms:

> *P1: Intercultural awareness refers to two major points: How much someone knows about his/her cultural identity and the way of life of the group of people he/she belongs to, and secondly, how much someone knows about and appreciates other cultures. In other words, I think, the more people are aware of cultures, the more they can talk about those cultures. Also, they don't show intercultural bias. They are tolerant of other people's ways of life and of their point of views.*

The instructors' approach regarding the efficiency of the course books differed. As provided by P6 below, some of the instructors believe that the content offered by the books related to international culture tends to lean on the shallow and vague part of the spectrum while some instructors concluded that they offer cultural components to develop ICA, however it is not enough:

> *P6: I wouldn't say they are not effective but also, I cannot say that they are 100% effective. I feel like we are circling around the UK and the USA. However, I should say that I remember such parts that include different cultures like their food, famous people, lifestyle, buildings, etc. For example, I remember a text about interesting buildings all around the world, an inspiring story about a Cuban dancer, some quiz about where they are in the world, food from different places like Ecuador and Italy, some film set locations in New*

> *Zealand, Morocco, and another text about the temperatures of some cities around the world like Siberia.*

Additionally, a few instructors did not believe the book was effective at all as the primary focus of the books was not culture but rather the prescriptive use of the language. Another group, however, believed that books offer rich content through videos and other ways, so they are effective. The question regarding the course book "Language Hub Elementary" also received mixed responses as while some teachers came to the conclusion that the book Language Hub Elementary provides cultural components to build ICA with the examples it offers of different cultural backgrounds, the remarks of the others indicate that due to the lack of authentic feedback, it is insufficient for raising cultural awareness. Similar results were obtained regarding the course book "Skillful Reading & Writing and Listening & Speaking Foundation". Some instructors believe that the books provide cultural components to build ICA thanks to various cultural backgrounds. On the contrary, other instructors claimed that the absence of real feedback could be the cause of hindrance when it comes to developing intercultural awareness. The responses show similarity about the type of content presented by the books as most of the instructors agree that books offer content on the persons category in target and international culture but understandably not the local culture. As for the products related to the cultures, majority of the instructors concur that the books the books include information on the target and foreign cultures of people, but apart from the view of one participant, the local culture is not used. Regarding cultural practices, the majority of the instructors agree that the books do not cover the category practices much in source, target, and international culture. On the question of cultural perspectives and whether they are presented in the books, it is believed that source culture is believed to be missing from the course books, according to an analysis of the comments made by the instructors. An excerpt from P2 further shares some insights regarding this finding:

> P2: *I think not because there is no unit or reading texts about the attitudes or values of the target community. For example, there is no reading text or material about Aboriginal people, which is very common in other English course books.*

Turning now to communities and how cultural content represent them, instructors agree that the category communities are not employed much in either of the course books.

Interviews with the Students

To compare the findings with those gained through document analysis, the same semi-structured interview was conducted with the students in addition to the interviews with the instructors and the data from the document analysis. Majority of the students referred to intercultural awareness as "knowing the differences among cultures". Only one of the participants defined the phenomenon with the words respecting and knowing other cultures. Students believe that the content of the books are believed to be effective in offering a wide variety of cultural content. Excerpts from S1 and S2 have been provided below to further depict this finding:

> S1: *Of course they are useful. Since we can't go abroad all the time, we can see another culture from the speeches, reading and listening pieces in the books. We can understand their behavior and their approach towards each other from such events.*

> S2: *They seem a bit artificial to me in the subject selection, but I also think that the books show the culture almost right. I think that they introduce the cultures correctly and show the behavior of people from that culture correctly.*

To exemplify their ideas, students mainly mentioned the Café Hub videos in Language Hub and the unit opener videos in Skillful Foundation. Additionally, students' views regarding the effectiveness of the English course book "Language Hub Elementary" in terms of developing intercultural awareness show that while some students claim that the book is insufficient for promoting cultural

awareness, others draw the conclusion that it supplies cultural components to construct ICA with the examples it offers of various cultural backgrounds. The excerpts from S4 and S8 are in alignment with this finding:

> S4: *Yes. For example, in the Listening sections, there were people who both spoke English with a different accent and spoke with different dialects. Also, in the first units, a French woman was speaking and it was clear that she was speaking with a French accent. That's all I can think of about the Language Hub book. But in the communication hub and writing hub sections of the book, there was a man talking about an event he was doing in Australia.*

> S8: *Yes, it's useful. In Language Hub, we usually already see British English, we see their culture. There's more in the cafe hub section. Apart from that, in the communication section of our books, people who have achieved something in their lives are introduced. We get information from there. In Skillful, at the beginning of the unit, there was usually something about Asia and Africa and the food there. So, we get cultural information.*

Students' views for the course books "Skillful Reading & Writing and Listening & Speaking Foundation" also show disparity as while some of the students seem to believe that these books are rich in content in terms of culture and therefore effective in developing ICA, the rest thinks the opposite as the content falls short of providing enough cultural encounters. S6, for instance, reported that, "I don't think these books are that effective. The main course has the things I mentioned before, but I've never seen such details in Skillful." On the other hand, the excerpt from S4 emphasizes the richness of content especially due to the number of cultural references available in the videos:

> S4: *They are effective. Even more effective than the Language Hub. Because I think Language Hub is a book focused only on English culture. But in the video sections of Skillful book, we could see how a sports facility was operating in China or talked about programs developed in an African country to develop the country. The Chinese have a special festival of their own, and the books talk about them. An Englishman dubs those videos, but since the person next to him also has his own voice, I think the way he speaks English in different accents reflects the atmosphere there better.*

Regarding the cultural category "person" and its subcategories in local, target, and international culture, the students agree upon the fact that the category persons is encountered in every cultural aspect. It is concluded that the Language Hub Elementary book offers more content on the target culture rather than the other two aspects whereas the Skillful Foundation course books are richer in international culture more. On the other hand, cultural aspects of target and international culture are believed to be predominantly employed in the course books under the category of products while source culture is not utilized. As for the cultural category "practices" and its subcategories in source, target, and international culture, students claim that the practices category is interpreted to be conveyed via the subcategory lives. Both Skillful Foundation and Language Hub books contain international and target cultures in that regard with the example of daily routines, celebrations, and nationalities. In terms of the cultural category "perspectives" and its subcategories in source, target, and worldwide culture, all of the students claimed that the category of perspectives was not presented in either of the course books. As for the cultural category "communities", similar results were obtained as none of the students found neither of the course books to be sufficient in presenting communities in source, target and international culture.

DISCUSSION

This study was initiated to investigate how intercultural awareness is reflected in course books being covered in a tertiary-level state university. In order to find this out, the distribution of cultural elements, "products, practices, persons, perspectives and communities," presented by Moran (2001) were examined in the context of the cultural factors Cortazzi and Jin (1999) proposed which are source culture, target culture, and international culture. In addition, semi-structured interviews have

been conducted with the instructors and students who are familiar with the books. Finally, content analysis, a qualitative approach to data collection, was used to address the research questions.

Even though their numbers vary greatly, it was found that every cultural element is present in every book that was examined. The categories of people and products have the highest frequencies in source, target, and international culture overall; however, there is a sharp decrease when communities and perspectives are looked at. In each category, there are different distributions of communities and practices. Also, in every course book analyzed, cultural elements have a different frequency. For example, source culture is not employed at all in the general course of the books while target and international culture were heavily used. Because of the visible integration of intercultural elements into the books' content—particularly the unit-opening videos in Skillful Foundation and the café hub videos in Language Hub Elementary—the books are believed to be beneficial in fostering learners' intercultural awareness (ICA). However, the book may need additional materials and guidance in some areas, as they only concentrate on a few aspects of the culture being taught.

When the interviews with both the instructors and students are analyzed, it is seen that the results correlated with the findings of the researcher in the document analysis with slight differences. Overall, it is concluded that books are believed to have a significant impact on intercultural awareness (ICA). It is discovered that the cultural elements are mostly utilized with regard to international culture rather than the target culture. It is easy to encounter different cultural aspects of people and products on almost every page even though teaching culture is not the primary aim of the coursebooks. However, it is also detected that some cultural categories such as practices, perspectives, and communities are lacking in content. Regarding the research topics, it was determined that each course book contained components of the source, target, and international cultures, varied in number and substance. The way that cultural features and aspects are distributed among the course books has both parallels and distinctions. In that regard, the results gathered from the interviews support the findings reached through the document analysis. Additionally, the findings reveal links to related studies examining course books in terms of their source, target, and international culture.

In his study, Aliakbari (2005) analyzed four Iranian EFL textbooks that were locally published to see if they had enough cultural information for students to learn intercultural communication skills. The study's conclusions showed that the course books' lack of cultural material discouraged students from growing their intercultural awareness. Similarly, the interviews and document analysis showed that the cultural content of the books analyzed in this study sometimes falls short of addressing the need to develop intercultural awareness as the information is limited to certain categories such as persons and products. In another study, Çakır (2010) used a random sample of textbooks taught to students in the sixth, seventh, and eighth grades in Turkish elementary schools. The study's findings showed that the learning activities in these textbooks were insufficient for fostering intercultural dialogue in language learners. A similar observation can be made, as the cultural content introduced in the analyzed books is predominantly descriptive in nature and aims to provide information on limited aspects, such as persons and products related to the culture.As a result, ICA is practiced but not primarily focused on, despite the books' international content.

In their investigation of how local and global cultures are presented in textbooks published worldwide, Shin et al. (2011) found that Western cultural content predominates in this area. However, in this study, it is found that international culture is richer in content when compared to the target culture. As a result, ICA exposure reaches a higher level. The underlying reason for this might be because of the year of Shin et al. (2011) 's study and how textbooks were formed back then. It is obvious that international content is given priority over the target culture-induced standard textbooks. Similarly, in this research, it is discovered that international cultural elements mostly outweigh the target culture. In another study, Başal and Aytan (2014) sought to investigate the cultural components of two language coursebooks used to teach Turkish as a foreign language. A descriptive content analysis method was utilized to identify the cultural aspects present in these

textbooks, and conclusions were drawn from the analysis. It was determined that the course books did not compare various cultural aspects, which would have helped students to develop cultural awareness. They came to the conclusion that although the course books contain a number of cultural aspects, they weren't offered in a comparative manner to promote cultural awareness. Similarly, the course books in this study notably offer some categories from other cultures. However, some of them, such as practices, perspectives, and communities are rarely used in a way that makes sense. Then tend to lean toward a more descriptive view. That is why the ICA exposure is believed to decrease regarding certain cultural elements. In her study, Silvia (2015) scrutinized how intercultural elements were portrayed in textbooks. The purpose of the study was to determine whether the cultural components adequately represented the target culture and whether the textbook's content supported the main objective of EFL, which is regarded as ICC. The researcher concluded that culture was represented mostly by the products and persons in Yuen's framework. However, practices and perspectives were not emphasized much. Similarly, in this research products and persons categories are found to offer the highest amount of cultural content in this study while the other categories are neglected. Another study on the topic of cultural representation in Thai secondary school ELT textbooks was conducted by Thumvichit (2018). The purpose of this study is to investigate how cultural content is portrayed in reading texts and visuals, as well as teachers' perceptions of the cultural portrayal in ELT course books. Seven coursebooks were investigated and it was concluded that both target culture and international culture were represented, but local culture (Thai) was neglected to a great extent. A similar pattern was detected in all three course books that are analyzed in this study as the source culture use was not observed.

In their study, Zorba and Çakır (2019), examined factors that have a detrimental impact on lower secondary pupils' intercultural awareness and strategies to improve it. Thirty-two pupils took part in the study, which was conducted in a public state school in Turkey. To increase students' intercultural awareness, an 8-week implementation was planned in accordance with the intercultural awareness conceptual framework. A questionnaire was utilized as a pre-and post-test to get quantitative data, while course book analysis, semi-structured interviews, and classroom observations were employed to gather qualitative data. The results of the study showed that there was some course book-related problems. Overall results on the cultural components that both course books included demonstrated their merits; however, unit-based analysis raised significant issues with the phenomenon under consideration. As a result, cultural components were unevenly distributed throughout both course books, and fragmentary objects were used to portray cultural concepts. Furthermore, it is concluded that offering fabricated or misleading cultural knowledge could encourage inaccurate stereotypes about both one's own culture and other civilizations. Some differences can be drawn from the coursebook-related part of this study. There is cultural content in the Language Hub elementary and Skillful Foundation books and it is believed that there is an effort not to use stereotypes and overly fabricated, inaccurate cultural notions. However, because the books lack enough social context to introduce those cultural elements in some parts, the development of ICA may be hindered when these parts are encountered.

To conclude, the document analysis led to the conclusion that source culture-related cultural content is rarely used in the majority of books. Regarding the target and international cultures, the findings indicate that despite the books' A1 level, they offer a large amount of data in the areas of persons, products, perspectives, practices, and communities. Some categories are used more frequently than others, while others, like persons and perspectives, are primarily used to convey cultural information. Because of the visible integration of culture into the books' content—particularly the unit-opening films in Skillful Foundation and the café hub movies in Language Hub Elementary—, the books are thought to be beneficial in fostering learners' intercultural awareness (ICA). In some parts, however, the book may need some support and extra materials to empower the development of (ICA) as they only focus on certain things about the culture being introduced. To elaborate and expand on that, some backup that aims to offer different sides of a cultural background can be integrated with the help of supplementary materials.

SUGGESTIONS

The results of this study may assist the authors of course books in concentrating on increasing students' intercultural awareness and, if necessary, in making appropriate changes to those course books. It is crucial to increase the learners' intercultural communication skills. By incorporating intricate cultural components, the course books can be designed to develop such competence along with ICA. Curriculum developers can be assisted during the planning stage in incorporating cultural factors into the course books. Additionally, the findings of the research study can be useful to institutions when choosing the course books. To prevent a significant imbalance between the many cultural factors and aspects, supplementary materials and lesson plans can be created by the material offices. Another thing is that the study only focuses on three course books that are A1 level. As a result, the content is limited when compared to the higher levels. A further study incorporating more books of different levels can be conducted.

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Uzun Öz

Kültürlerarası iletişim yetkinliği ve kültürel farkındalık kavramları, kültürel etkileşimler için gerekli becerilerin geliştirilmesine yardımcı olmak üzere müfredata dahil edilmiştir ve etkili iletişim için kritik öneme sahiptir. Kültürel farkındalık, kendi kültürel normlarının ve diğerlerininkinin farkında olmayı, farklılıkları tanımayı, saygı duymayı ve kültürel etkileşimler sırasında uygun şekilde davranmayı içerir. Çalışma, İngilizce ders kitaplarının kültürleri daha kapsayıcı bir şekilde temsil etmesi gerektiğini vurgulamakta ve dil eğitiminde kültürel içeriğin dengeli bir şekilde dahil edilmesi için dengeli bir yaklaşımı savunmaktadır. Kültürlerarası değişimlerle ilgili dil öğretimi ve öğrenme sürecindeki sorunların dikkat çekmesiyle birlikte, kültürlerarası iletişim yeterliliği ve kültürlerarası farkındalık gibi kavramlar, öğrencilere kültürlerarası değişimler için gerekli becerileri kazandırmak amacıyla yakın zamanda müfredatın bir parçası haline gelmiştir. Bu beceriler, dilin sadece günlük kullanımında değil, aynı zamanda eğitimsel amaçlarla kullanımında da optimal iletişim düzeyi için hayati önem taşımaktadır (Aksoy, 2016). Sonuç olarak, çeşitli sosyal kimliklere sahip insanlarla etkileşimde bulunabilme ve onların bireyselliğini ve kendilerine ait çeşitli kimlikleri anlama temel kapasitesi olarak tanımlanan kültürlerarası iletişim yeterliliği, dil öğretiminde ulaşılması gereken birincil hedef haline gelmiştir (Byram vd., 2002). Bu nedenle, kültürlerarası iletişim yeterliliğini başarmanın ilk adımı olan kültürlerarası olarak farkında ve duyarlı olmak zorunlu hale gelmiştir. Kültürlerarası farkındalık, kendi kültürel geleneklerinin yanı sıra diğerlerinin de farkında olmak, kültürler arası farklılıkları tanımak, saygı duymak, kabul etmek ve kültürlerarası etkileşimde bu unsurlara uygun bir şekilde hareket etmek olarak tanımlanmaktadır (Dai & Chen, 2014). Kültürlerarası farkındalık ayrıca, farklı kültürlere dair bilgi, kültürel farklılıkları kabul etme ve değer verme isteği, diğer kültürlerle ilgilenme ve onlar hakkında meraklı olma ve en önemlisi, tüm bunları uygulama kapasitesini (Byram, 1997; Chen & Starosta, 1998) ve ayrıca "kültürel farklılıkları bilmek ve takdir etmek için olumlu bir duygu yaratma ve kültürlerarası iletişimde kabul edilebilir ve etkili davranışı teşvik etme" yeteneğini (Chen & Starosta, 1997) içerir. Kültür ve dil arasındaki güçlü bağa, kültürlerarası farkındalık ve kültürlerarası iletişim yetkinliği kavramlarının dil öğretimi müfredatlarına entegrasyonunun önemine dikkat çekilmiştir. Kültür, Hofstede (1991) tarafından bir topluluğun üyelerinin nasıl davranması gerektiğini belirleyen kurallar bütünü olarak tanımlanmıştır. Kachru (2008) ve Kramsch (1998) gibi diğer yazarlar ise kültürü, paylaşılan bilgi ve belirli bir topluluğun ortak değerleri olarak açıklamışlardır. Liddicoat vd. (2003), dil ile kültür arasındaki ilişkinin önemine vurgu yaparak, bu iki kavramın iç içe geçmiş olduğunu belirtmiştir. Kültürlerarası farkındalık, dil öğretimindeki merkezi rolüne değinilmiş, Byram (1997) tarafından kültürlerarası durumlarda etkili ve uygun iletişim kurabilme yetisi olarak tanımlanan kültürlerarası iletişim yeterliliğinin, öğreniciler arasında farklı kültürel perspektifleri anlama ve takdir etmeyi kolaylaştıran bir dizi bileşeni içerdiği açıklanmıştır. Deardorff (2004) tarafından geliştirilen Kültürlerarası Yeterlilik Piramidi Modeli, saygı, açıklık, merak ve keşif gibi temel tutumların yanı sıra, bilgi ve becerilerin geliştirilmesi gerekliliğini vurgulamaktadır. Dil öğretim materyallerinde kültür temsilinin, öğrencilerin farklı kültürlere karşı tutum ve algılarını önemli ölçüde etkileyebileceği, Cortazzi ve Jin (1999) ve McKay (2002) tarafından tartışılmıştır. Bu araştırmalar, öğretim materyallerinde dengeli bir kültür temsilinin önemini vurgulayarak, kültürel önyargıları önlemeye ve kültürel eğitimde kapsayıcı bir yaklaşımı teşvik etmeye yönelik önerilerde bulunmuştur. Literatür, kültürün çeşitli lensler aracılığıyla nasıl görüldüğünü ve kültür ile dil arasındaki güçlü bağı vurgulamaktadır. Tanımlar, Hofstede'in (1991) kültürü bir topluluğun davranış rehberi olarak algılamasından Kramsch'ın (1998) paylaşılan sosyal alanlar, tarihler ve standartlar içeren daha geniş bir bakış açısına kadar değişmektedir. Dil öğretim materyallerine kültürün entegre edilmesinin önemi, dengeli ve kapsayıcı bir kültürel eğitimi teşvik etmek için vurgulanmakta ve çalışma, farklı kültürleri destekleyecek şekilde İngilizce ders kitaplarının kültürel içeriğini eleştirel bir şekilde değerlendirmektedir. Araştırma yöntemi olarak nitel bir yaklaşım benimsenmiş, üç İngilizce ders

kitabındaki kültürel yönler, kaynak kültür, hedef kültür ve uluslararası kültürün dağılımı açısından incelenmiştir. Araştırma, bu ders kitaplarında kültürlerarası farkındalığın nasıl yansıtıldığını ve öğretim üyeleri ile öğrencilerin bu konudaki görüşlerini incelemeyi amaçlamaktadır. İçerik analizi ve yarı yapılandırılmış görüşmeler aracılığıyla, ders kitaplarının kültürel farkındalığı teşvik etmedeki rolünü değerlendirmeyi ve mevcut literatüre katkıda bulunmayı hedeflemektedir. Araştırma, aktarımı zor olan ve karmaşık konseptlerden meydana gelen yerel kültür ve kültürlerarası unsurların aktarımını kolaylaştırmayı sağlayabilecek bulgulara ulaşmayı amaçlayarak mevcut literatüre katkıda bulunmayı amaçlamaktadır. Araştırma esnasında kitaplarda incelenen tüm unsurların kültürlerarası bileşenleri yansıttığı, katılımcıların aktardıkları bilgilerde dürüst oldukları ve sadece kendi tecrübelerinden yola çıkarak yorumlarda bulundukları varsayılmıştır. Çalışmanın sınırlılığını ise incelenen kitap ve görüşme gerçekleştirilen katılımcı sayısı oluşturmaktadır. İncelenen her ders kitabında farklı sayılarda olmakla birlikte, tüm kültürel unsurların bulunduğu tespit edilmiştir. İnsanlar ve ürünler kategorileri, kaynak, hedef ve uluslararası kültürlerde en yüksek frekanslara sahiptir; ancak topluluklar ve perspektiflerde keskin bir azalma görülmüştür. Her kategori içinde farklı dağılımlar söz konusudur ve her bir ders kitabında kültürel unsurlar farklı sıklıklarda yer alır. Örneğin, kaynak kültür genellikle kullanılmazken, hedef ve uluslararası kültür ağırlıklı olarak ele alınmıştır. Ders kitaplarının içeriğine entegre edilen kültürel unsurlar—özellikle birim açılış videoları ve kafe merkezi videoları—kitapların öğrencilerin kültürlerarası farkındalığını geliştirmede faydalı olduğu düşünülmektedir. Ancak, bazı alanlarda ek materyal ve yönlendirmeye ihtiyaç duyulabilir. Öğretmenler ve öğrencilerle yapılan mülakatlar, kültürel içeriğin kitaplar analiz edildiğinde bazen kültürel farkındalığı geliştirme ihtiyacını tam olarak karşılamadığını göstermiştir. Bulunan sonuçlar, ders kitaplarının kültürlerarası farkındalık üzerinde önemli bir etkisi olduğunu ortaya koymuştur ve uluslararası kültürle ilgili unsurlar, hedef kültürden daha ağırlıklı olarak kullanılmıştır. Kültürel içerik, öğretimin asıl amacı olmamasına rağmen, ders kitaplarının neredeyse her sayfasında insanlar ve ürünlerin farklı kültürel yönleriyle karşılaşılmaktadır. Ancak pratikler, perspektifler ve topluluklar gibi bazı kültürel kategoriler yeterli içeriğe sahip değildir. Aliakbari (2005) ve Çakır (2010) gibi önceki çalışmalar, ders kitaplarının kültürel materyal eksikliğinin öğrencilerin kültürlerarası farkındalıklarını geliştirmelerini engellediğini göstermiştir. Bu çalışmalar, ders kitaplarının sınırlı kategoriler üzerinde yoğunlaştığını ve kültürel farkındalığı teşvik etmek için yeterince kapsamlı olmadığını belirtmiştir. Shin ve ark. (2011) ve Başal ve Aytan (2014) tarafından yapılan araştırmalar da benzer şekilde, ders kitaplarının kültürel içeriğinin genellikle Batı kültürüne odaklandığını ve yerel kültürleri ihmal ettiğini ortaya koymuştur. Bu çalışmalar, ders kitaplarında kültürel içeriğin daha dengeli ve kapsayıcı bir şekilde sunulmasının önemini vurgulamaktadır. Sonuç olarak, bu çalışma, ders kitaplarının öğrencilerin kültürel farkındalığını geliştirmede önemli bir rol oynadığını, ancak bu kitapların bazı kültürel kategorilerde eksiklikler içerdiğini ortaya koymaktadır. Ders kitaplarının içeriğine kültürün entegrasyonu, özellikle çeşitli kültürel arka planları tanıtan videolar aracılığıyla, öğrencilerin kültürlerarası farkındalığını geliştirmeye katkıda bulunsa da, bazı alanlarda ek destek ve materyallere ihtiyaç duyulmaktadır. Bu nedenle, ders kitaplarının daha kapsamlı bir kültürel farkındalık sağlamak için çeşitli kültürel yönleri daha dengeli bir şekilde kapsaması gerekmektedir. Önceki çalışmaların bulguları da dikkate alındığında, ders kitaplarının kültürel içeriğinin geliştirilmesi, öğrencilerin küresel bir toplumda etkili iletişim kurmalarına yardımcı olacak kültürel yeterlilikler kazanmaları açısından önem taşımaktadır.